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Mission Study Class Manual

How to Organize and
Conduct a Class

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Mission Study Class Manual

How to Organize and Conduct
a Class

B. Carter Millikin

YOUNG PEOPLE'S MISSIONARY DEPARTMENT
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TABLE OF CONTENTS

I MISSION STUDY	5
Need	5
Purpose	5
Defined	6
II ORGANIZATION OF THE CLASS	6
Leader's Qualifications	6
Pusher	7
Rally	8
Courses of Study	8
Time and Place of Meeting	8
Frequency and Length of Sessions	9
Size of Class	9
Officers	9
Visitors	10
Organization Meeting	10
III THE CLASS SESSION	12
Aim	12
Program	12
Assignment of the Next Lesson	13
Review	14
Talks or Papers	15
Questioning	15
Ideal Class Session Outlined	19
IV ACCESSORIES	21
V THE STUDY CLASS LEADER	23
General Preparation	23
Preparation for Each Session	25
Cautions	26
Encouragement	27
Normal Classes	28
VI RESULTS	28
VII AFTERWARDS	31
VIII CORRESPONDENCE	34
Mission Study Publications	35

FOREWORD

The plans suggested in this Manual are the result of considerable study of the problem at first hand, as well as a large correspondence with leaders of study classes, successful and otherwise. These suggestions are not mere theories but practical methods that have been tried and found to produce results.

Conditions are very similar in all localities, and the obstacles in the way of different leaders vary more in degree than in kind.

The first class may fail to show results, but the leader will have learned from it and should continue his efforts, seeking continually to improve his methods. With a strong purpose, determined effort, and earnest prayer all obstacles can be overcome and success gained. "We can do it if we will" is a good motto for Mission Study Class workers.

B. C. M.

CHAPTER IV

The first of the four chapters of this book is devoted to a general survey of the history of the English language. It begins with a brief account of the early history of the language, and then proceeds to a more detailed account of the changes which have taken place in the language from the time of the Norman Conquest to the present day. The second chapter is devoted to a study of the grammar of the English language. It begins with a brief account of the general principles of grammar, and then proceeds to a more detailed account of the grammar of the English language. The third chapter is devoted to a study of the vocabulary of the English language. It begins with a brief account of the general principles of lexicology, and then proceeds to a more detailed account of the vocabulary of the English language. The fourth chapter is devoted to a study of the style of the English language. It begins with a brief account of the general principles of rhetoric, and then proceeds to a more detailed account of the style of the English language.

I. MISSION STUDY

Need. A missionary meeting once a month, an occasional offering for missions, a sermon or two each year on the subject, at long intervals an address by a returned missionary—in what other subject would we consider such instruction adequate? And yet we say we are striving to bring the world to Christ, and are deeply interested in the spread of his kingdom.

No one will deny that the Christian Church of to-day is falling short of her possibilities of winning the world for Christ. The chief reason is ignorance. Those who compose the home Church do not know what has been done by devoted men and women on the mission fields; they do not study the great forward movement of the world to-day and the place of missions in this movement; they have not caught Christ's vision of a world waiting to be brought to him. As a result the Church Missionary Boards are seriously handicapped for want of money and men to carry on the work, and missions are generally regarded as only a minor part of the Church's duty.

As a person studies he must become interested; as his interest and his knowledge increase he will surely feel the great need and be moved to take part in the work.

Purpose. The purpose of the study of missions is to lead each member to feel the world's need of Christ, and to realize his own responsibility as

a Christian so forcibly that he will take definite action for the advancement of Christ's kingdom; to lead persons to want to do what they can—be it to give, to go, to pray, or to interest others—because they have become intelligently interested. The study of missions broadens one's horizon, gives instruction in the history of the Church's achievements, and increases one's appreciation of the blessings of Christianity.

Defined. The Mission Study Class, in its most approved and usual form, is a group of six to twelve persons who meet weekly for from eight to ten sessions of an hour to an hour and a half each, to study under a leader a text-book relating to missions, home or foreign. It is not a new, separate organization, nor should it be permanent. It takes a few persons without regard to their relation to existing organizations, trains them, intensifies their interest, and equips them for leadership in missionary activity.

II. ORGANIZATION OF THE CLASS

Leader's Qualifications. The first necessity is a leader. In order to lead a mission study class a leader should have the following qualifications:

He must have a deep spiritual interest in missions. He must be on fire himself in order to kindle others. An uninterested leader will fail to arouse enthusiasm in the members of a class.

He must be willing to take time to prepare. There are overworked people who are really too busy to lead, but they are scarce. With almost every one it is true that, if the desire exists, time

ORGANIZATION OF THE CLASS

can be found for preparation. We find time for what we want to do, therefore the excuse "no time" is rarely valid. Great knowledge is not necessary, but faithful work is

He must possess some ability to teach. The leader must not lecture, but draw out the members and get them to do the work. Education is a drawing out, not a putting in. A person who is not attractive to others, and whose conversation is prosy should not be selected as a leader.

Too strong emphasis cannot be laid upon the necessity of the leader having a consecrated purpose. The one who says, "I guess I can interest the class. I'll try to get time to prepare to lead", will not succeed. The leader who says, "I am deeply interested in missions, and it is my purpose with God's help to arouse my class to interest and action", is likely to show results.

Pusher. To get the class together there must be an intensely interested person who will make it his business to select members for the class. He should carefully pick the members, and secure them by personal invitation. "Be persuasive and enthusiastic, never nagging". Such a person should bear in mind that a large class is not wanted and that a carefully selected *few* will bring better results than an ill assorted *many*. A pastor who is a missionary enthusiast is the best possible advocate for a study class.

A committee on mission study is recommended in a church where there is more than one study class. Each spring this committee should choose the

MISSION STUDY CLASS MANUAL

leaders for the coming year and begin to canvass for the class members. This enables leaders and members to come to the class better prepared.

Rally. A general meeting or rally where the purpose and advantages of the study class are clearly and enthusiastically stated and those present are given an opportunity to enroll, is a good plan where there is little interest or where several leaders are ready and more than one class is desired. At such a meeting testimonies should be given from those who have been in a class.

Courses of Study. Study some one of the great mission fields connectedly for the eight weeks of the course. Then, if the members of the class desire to reorganize for the study of another field, the proposal comes from them and the leader has carried out the idea of a short course. The Young People's Missionary Movement issues a series of text-books, one on each of the great mission fields, which may be secured from any of the Church Missionary Boards. For these books very suggestive helps are prepared, so that the leader has a great deal to make his work easier. Each member of the class must have a text-book.

Time and Place of Meeting. Select a separate time for the class. Do not hold it before, after, or during any other meeting. The most desirable place is either a private house or church parlor, and around a large table. This arrangement permits members to spread out maps, books, note-books, and other material, destroys distance, and gives an air of informality. If possible, do not

ORGANIZATION OF THE CLASS

change the place of meeting during the course.

Frequency and Length of Sessions. Meet weekly. This is the almost unanimous opinion of hundreds of leaders. Bi-weekly and monthly meetings are poor substitutes. A class meeting once a month takes as much time as one which meets once a week, and there is sure to be large loss of continuity and interest.

An eight weeks' course is recommended. Many persons will consent to give eight weeks who would not consider a longer period. Accordingly the text-books and helps are prepared to cover the course in this length of time. Plan the period if possible when holidays or special church services will not interfere, as it is harmful to have a class interrupted.

Each session should be from an hour to an hour and a half in length, preferably the latter, as there is so much material to cover that unless all discussion is omitted, (which should never be done), there will be great difficulty in finishing sooner.

Size of Class. A *small* class. Remember the aim is intensive—a deep impression on a *few*, rather than a slight impression on *many*. Six to twelve is the best number. Then all can share in discussion and there is an air of informality which is conducive to freedom.

Officers. Besides a leader two officers may be appointed.

A secretary to notify absentees, send them the assignments, and keep any necessary records. He should keep in close touch with the leader's work

MISSION STUDY CLASS MANUAL

and be able to take the class if the leader is absent. If there is a person in the class whom the leader wishes to train to become a leader, he might well be made secretary. The leader should endeavor to train at least one person during the course to lead a class.

A librarian to have charge of the reference library, to visit public and private libraries, and to bring to the class such reference books as are required. Where public libraries have few books on the country being studied, the class librarian should try to induce the town or village library committee to buy the reference library issued with the course. One person can easily be both secretary and librarian.

It may be well to have a class artist to supervise the making of maps and charts, and a person to read current papers and magazines. Some people will become interested if given responsibility who could not otherwise be reached.

Visitors. At the discretion of the leader, from time to time visitors may be admitted, but they are apt to disturb the informality and frighten timid members.

Organization Meeting. Invite to this meeting those who have promised to join the class and any others whom you wish to have join it.

Open the meeting with prayer, emphasizing the fact that the class meets to study God's work and further his kingdom, and therefore needs his blessing and guidance.



ORGANIZATION OF THE CLASS

State clearly the purpose of the course. Make it plain that the class is not a gathering for a social good time, but a class to study the greatest work in the world.

State requirements clearly, that is, that each member will be expected to attend:

Regularly—as the course is short, and one session missed, cuts out a large part of it.

Promptly—so as not to disturb the class or miss any part of the session.

With lesson prepared—else he can not participate in the discussion. Require not less than an hour a week for preparation.

Decide upon time and place, length and frequency of sessions. Hold the class weekly, for an hour to an hour and a half, at a time separate from other meetings.

Appoint secretary and librarian, and such other officers as are desired.

Have text-books at the meeting and sell them. State that each member must have a copy. When books are sold explain the use of the text-book. Show where maps and pictures, questions and notes are to be found, and how members may select parts of special interest to them.

An effective way to do this is to draw out of the class their ideas of what a text-book should contain and indicate where the different parts are to be found.

Explain the scope of the course, striving to arouse, by means of map talk, pictures, and other accessories, interest in the country to be studied.

MISSION STUDY CLASS MANUAL

Assign next lesson. Dictate the assignment to the class to be copied by them into their note-books.

Give time for any questions. Aim to make the members feel that they are to come for genuine study, without frightening them away by the amount of work assigned.

Close with prayer.

III. THE CLASS SESSION.

Aim. Besides the aim or predominating purpose in the mind of the leader for the entire course, it is very helpful to have a definite aim for each session. "A name is a subject, an aim is an object." The aim should be stated in the assignment, that the members also may have the object clearly before them.

Program. Make out the program beforehand, allowing a specified time for each exercise, and endeavor to keep all within the time allotted.

The program that has seemed the best is as follows:

Scripture, Prayer, Assignment of the next lesson, Review, Talks or papers, Questions, Discussions, Summary, Prayer.

Scripture. Read a few well chosen verses bearing on the aim of the session. Do not read the Bible as a perfunctory exercise, but only as it is definitely to the point.

Prayer by the leader. He knows his aim and has the good of each member on his heart and can make the opening prayer a preparation for what is to come. He should make it evident that he

THE CLASS SESSION

seeks the Spirit's guidance in the session and desires himself and all of the class to be in a receptive mood, so that the impressions of the hour may be deep and permanent.

Assignment of the Next Lesson. Always make the assignment at the beginning of the session. In this way all distraction is avoided at the close. Have each member write it down and use it as a guide in his preparation.

Assign :

a. Aim of the session. State clearly the definite aim you purpose to realize. It is helpful in that it gives point to the study and discussion.

b. A review question. This question should not only call for facts previously studied, but the conclusions drawn from them by the class.

c. Five or six thought questions leading up to the aim. These should appeal to experience and imagination as well as memory.

d. Special assignments to individuals in the class:

(a) Talks or papers. Assign some subject not fully treated in the text, with a book or two in which information is to be found, and request that the member have ready a brief paper or talk (the latter is likely to be more interesting) which will bring out, in a way that will interest and instruct the class, one or two points on the subject not covered in the text-book. These papers or talks should not be longer than five minutes, and two are usually enough for the average class session.

MISSION STUDY CLASS MANUAL

The leader when making these assignments must give very careful instructions as to what is desired.

(b) Maps and charts which illustrate some striking facts and figures. Home-made maps are as a rule even more effective than those bought, and the member who makes them will have received a much deeper impression.

(c) A report on the life of some great missionary, the work in some given denominational field, or upon some book assigned to be read.

(d) As a help in Bible study some questions which can be answered by Scripture references. For instance—a comparison of missionary methods in Paul's time and now. "What texts would you use in endeavoring to lead a Buddhist to Christ?"

Always bear in mind that an assignment is valuable only when it starts a member to thinking about the facts he is studying. Suggested assignments are given in the helps for leaders issued with all text-books.

Review. The purpose of the review is three-fold. *a.* To show the leader how far the class has progressed toward the attainment of his aim. *b.* To enable the leader to impress upon members the points they have failed to grasp. *c.* To compel members to work over facts and impressions gained and think out conclusions to present to the class.

A mere memory recital of facts studied does not show what the member has assimilated. Avoid review questions or exercises that require only parrot memory. Ask questions which, while they demand for their answer a knowledge of the facts

THE CLASS SESSION

previously studied, also call for some thought. Assign a review question each week and require your members to think sufficiently to present thoughts and conclusions not given in the text-book, or expressed in previous discussions of the class. Occasionally get one of the members to prepare a quiz and question the class. Give this exercise to the one you wish to train as a leader. Prepare carefully for the review, and remember that usually impressions to be lasting, must be often repeated.

Talks or Papers. Under Assignment of the Lesson the subject of talks and papers is treated in part. In the class session papers are useful to bring additional information on some important phase of the subject, to start discussion, and to show authority for statements made. It is always well to discuss a paper after it is read, that the points in it may be fixed in the minds of the class.

Talks are likely to be more interesting than papers. The members should be urged when preparing talks to write out the main points to be covered in order that they may not be overlooked.

*Questioning.** Much depends on the ability of the leader to question properly. Practice makes perfect, but only when the leader is continually trying to improve the quality of his work.

a. A question to be good must be clear, stimulating, and must contribute to the aim.

* These suggestions are quoted freely from "A Brief Manual for Leaders," by Dr. T. H. P. Sailer.

MISSION STUDY CLASS MANUAL

b. Put your questions in simple language that they may be clearly understood. Speak them slowly and distinctly so as to avoid the necessity for repetition. Never read your questions. Write them out for the sake of clearness, but when you ask them, look the members in the eyes and show that you are interested and that you really expect an answer. When asking a question requiring thought be careful to state the problem clearly.

c. Do not answer your own questions. If the members do not understand them, restate them or break them into smaller questions leading up to the points you desire to make. If a member's answer is partly right, give him full credit for it, but show him any wrong inferences that may be drawn from it and ask him to correct his statement. Keep always in mind that the class will profit by what they do for themselves, much more than by what you do for them.

d. A good rule for a leader to adopt is this—if your members seem stupid and the questions fail or degenerate into mere catechism which class members are apt to resent, blame yourself. Usually the trouble lies in your questions or your manner of putting them.

e. Your questions ought to make the members work. They are a failure if they do not stimulate real effort.

f. Appeal to experience and seek to draw out personal opinions. "How does Hinduism compare with Christianity?" is too general a question;

THE CLASS SESSION

but "To become a Hindu what must you change in your belief?" will stimulate personal thought.

g. Avoid questions that call for memory only. Ask those that, while they require a knowledge of the facts studied, necessitate also some original thought on the part of the members. Ask questions that are interesting and that appeal to the imagination. These will be longer remembered and much more profitable than those demanding only verbal memory. You might ask, "What cities in India have over 200,000 inhabitants?" Much better would be "If Andrew Carnegie should offer a free public library to every city in India with over 200,000 inhabitants, how many libraries would he have to provide and where would they be located?" Such a question would be remembered for months.

h. If questions do not contribute to the aim they are a sheer waste of time. In preparing questions choose your aim, make out several large steps under this aim, and break up each of these in turn into questions adapted to the ability of the class. Write out your questions; then after a day or two go over them and see if they are all quite clear to you. Your aim is not to make the members of your class memorize a number of facts, but to lead them to realize what meaning these facts have for them.

Discussions. Very frequently discussions rise out of questions asked by the leader. Guide them carefully so that they will help in the attainment of your aim. Discussions are interesting and leave a lasting impression on those who participate in

MISSION STUDY CLASS MANUAL

them. At times plan a debate. Divide the class and let each side be heard in turn. Announce some large question and let all add something to the answer, always requiring members to give a reason for any position they take.

"Discussions require thorough preparation. The leader must be prepared to defend the conclusion he expects to reach, and if possible should have weighty authority back of him."

Summary. Discussions in the class sessions often wander afield despite all the leader can do, and fail to reach the end desired. Of special importance is that part of the program where the leader briefly reviews the points made, adds any vital ones omitted and shows the relation of all to the aim. It rests largely with the leader whether or not the members leave a session with their interest in missions aroused so that they will really *do* something.

To find out how much the members are gaining, ask occasionally for a brief written summary or review of the impressions they have received. These to be for the leader's use only.

Prayer by members. At the close of the session call for several brief prayers. Do not call on individuals if you can avoid it, but ask all to take part freely. If the leader is careful to make the whole session informal he will not find it difficult to get persons to pray. Experience shows that even very timid persons will before the course is concluded, take part in this exercise. From these prayers the leader learns how much the members

THE CLASS SESSION

are impressed, and the effect on the members themselves is greatly to stimulate their interest. Many class members have testified that their first public prayers were made in the congenial atmosphere of a mission study class.

Close on time. If the members of the class desire to stay for further discussion, let them do so, but let it be understood that the class sessions close promptly.

The Ideal Class Session. At the organization meeting it was decided to meet weekly at the home of the leader and to devote an hour and a half to each session. The number of members was limited to ten with the understanding that each was to come regularly, promptly, and with a well prepared lesson. It was encouraging to note that the members came to study and to prepare for larger interest and usefulness.

The leader of this class was chosen well in advance and took time for very careful study of the text-book and some reference books. He had a large purpose in his heart for the class, and had prepared his whole course with that in view. Most important of all he had been much in prayer for the class, and especially for this session. He comes to this, the second session of the class, well prepared, yet relying on other strength than his own to work results.

As all the members arrive promptly, the secretary has nothing to do. The hour for beginning finds all seated around a large dining table on

MISSION STUDY CLASS MANUAL

which are spread text-books, maps, charts, and note-books.

The leader reads a few verses of Scripture that are right to the point and then prays. In his prayer he leads all to a realization of God's presence and prepares them for the work of the hour.

After the prayer, he dictates the next assignment which the members write down. The librarian has brought the needed reference books, and the leader, as he gives special assignments to the members, hands them also the books in which to find material. These exercises take about ten minutes.

A member asks the review question. The leader has prepared a series of thought questions leading up to it and the subject is thoroughly discussed. All find it interesting to review the former chapter in the light of the new material studied. This review takes about twenty minutes and leads up so well to the subject in hand that there is no break when the leader calls on one of the members to state the aim of the session, that all may have it clearly in mind, and then proceeds to take up the various points in the assignment. He has some well chosen questions which make people think and talk, and at times discussion waxes very earnest. Whenever it wanders from the point the leader puts in a word to turn it back again. A couple of brief talks or papers are given to throw light on some phase of the subject, a chart is shown by way of illustration, and the time passes rapidly.

ACCESSORIES

At ten minutes before the time of closing the leader begins to summarize. He emphasizes the arguments put forth, drives home some point not strongly presented, aims to set all on fire with the purpose of the great work, and then calls for several short prayers while the impression is deepest. Several respond, and their prayers show that a strong impression has been made.

Little is said as the members of the class quietly disperse, but there is much earnest thinking and the impression continues through the week.

IV. ACCESSORIES

Maps, charts, curios, pictures and other helps, are interesting and if used with care they may be of great value in impressing facts. There is danger, however, of their diverting attention from larger truths to unimportant details. A good rule is to use accessories *only* when they definitely help in the attainment of the aim for the session.

Reference Books. Almost every class has access to some public, church, or private library from which good books on the country being studied can be obtained. The librarian should secure such books, bring them to the meetings, and see that they are kept in circulation. The leader will also use them in making special assignments. Current magazines, religious and secular, from time to time publish articles that are of value.

A carefully selected Reference Library for \$5.00 is issued to accompany each text-book. These reference books are constantly referred to in the special helps for leaders issued for each course.

MISSION STUDY CLASS MANUAL

While this library is not absolutely indispensable it is of great value to the class, and the suggestion is made that classes purchase it if possible, use it, and donate it to their church or Sunday-school library afterwards.

Maps. For each country there is issued a large wall map, which a class will find useful; also outline maps to be filled in by class members. The latter are particularly helpful in impressing facts in regard to the country.

Probably the most useful are the home-made maps which are enlarged by the class members from the very excellent maps given in the textbook.

Charts. Charts made by class members to illustrate some striking facts will be found very useful. For example, a map of India colored black with white spots to indicate mission stations, will make a more lasting impression of the great need than many books. Be careful to use charts only when they are a positive help in the attainment of the aim.

Periodicals. Of special value are your Church missionary periodicals. If these are not already available, the class should subscribe for them in order to keep in close touch with the work your denomination is carrying on to-day.

Report. Do not fail to write to the Secretary of your Church Missionary Board for a copy of the last annual report, and a list of the literature published on the country you are studying.

THE STUDY CLASS LEADER

Pictures. A few pictures may serve to illustrate some point under discussion. Never leave them loose to be handled at will during the session. Show them when they are appropriate and collect them immediately. Pictures of the various countries may generally be purchased from the Missionary Boards. Very good ones can be clipped from the current periodicals, and mounted for use in the class.

Curios. Curios are even more distracting unless used just when they are really needed to fix a fact in the memory.

V. THE STUDY CLASS LEADER

General Preparation. Given a leader intensely in earnest—on fire—with some ability as a teacher, and the willingness and determination to take time for preparation, how shall he prepare himself to lead his class?

First in importance is prayer. Pray for your class even before it is enrolled. Pray for each member by name remembering his needs as you see them. Pray over your own preparation, if possible get some members of your class, more interested than the rest, to join you in a prayer bond. This is a great source of inspiration to a leader. It is obvious that if you have been spending time with God in prayer you will bring an interest and an earnestness to the class that the members must feel.

Study your text-book until you are familiar with what it contains and can plan the main points you desire the class to grasp. It will be helpful to write out an outline of each chapter for your own



MISSION STUDY CLASS MANUAL

use. It is not wise to try to cover all the material in the chapters, select only such as you feel will appeal to your class.

Write at once to the secretary of your own Church Missionary Board telling him of your intention to lead a class. He will send you helps for leaders and members, and any other literature helpful in your class work that is issued by your Board, and by correspondence will give you all the help possible. A list of the secretaries of all the Boards is given at the end of this manual.

Secure whatever reference books you can and read as many as possible of the passages suggested in text-book and helps. If you can own the Reference Library issued to supplement the text-book it will be helpful, as you can then mark the books freely.

By this time you should have determined upon the aim for your course, as, for instance, "That each member may gain a sense of personal responsibility for the cause of missions, and may act on it." State your aim clearly in writing that you may have it always before you, and see to it that all your work is focused on it. "Aim clearly recognized determines means, method, and spirit." One of the chief causes of failure is the fact that leaders have no definite aim and therefore get no visible results. It is not well to state this aim to the class.

Having selected your dominant aim, choose one for each session which you will give with each assignment, and make an outline of your whole

THE STUDY CLASS LEADER

course. This outline must be flexible, for as you study your class you may be lead to change it considerably, but it should, if possible, be made before begining your class, for then you have a plain path leading to your aim.

Leaders who can do so will find it helpful to join a normal class. In such a class you not only get a knowledge of the subject matter, but of methods of teaching as well, and besides get some practice in leading. Length of time needed for preparation? As much as you can give. Certainly not less than three hours a week.

Preparation for Each Session. In addition to the general preparation for the whole course, you will need to prepare very carefully for each session. Carry your class on your heart in prayer all through the week. Pray for each individually, and for yourself that you may be led of God. If you do this you will bring a new spirit into the work and you will have power in it.

Study the members of your class from session to session and seek to adapt your work to their needs. Remember, you are aiming to interest and stir them, and so must find a point of contact.

Come to the sessions with your outline and your main questions written out. This will help to make them more clear and definite. Do not depend on your notes too closely, but have them at hand in order to be sure of keeping to the point.

Keep a note-book of important facts, impressions, and results that appeal to you. This will be specially valuable in future work.



MISSION STUDY CLASS MANUAL

Cautions. Don't become so intent on the intellectual development of the class, on your own methods of leading, or in developing a spirit of sociability among members, that you will lose sight of the fact that your aim is spiritual and that you are striving to stir the members and arouse them to action.

Don't lecture—make your members work. Remember, it is the work they do that makes the deepest impression. You are a leader, not a lecturer.

Do not be satisfied with merely asking questions and receiving answers to them. Strive to get the members of your class to ask questions. Then you can be sure they are really interested and are assimilating what they are studying.

Never apologize. Do your best, and then give the class a chance to criticise you if they wish. A leader who approaches a class with apologies for unpreparedness, creates an undesirable atmosphere. He show himself to be self-conscious and not full of his subject.

Take stock frequently. Recall your aim and note how well you are realizing it, with causes of success or failure. It will be helpful to get your class to write out their impressions of the class sessions.

In your preparation be free to omit material in the text-book, as well as to supplement it. The book was written to supply the needs of all kinds of classes, and no one leader should attempt to use all the material it contains. Select a few points

THE STUDY CLASS LEADER

that will appeal to your class, arrange these in logical order leading up to your aim, omit all irrelevant material, and supplement where necessary from your outside reading and your experience.

Don't let the members side-track the discussions. Keep them to the point.

Before you have been long in the work you will have the questions arise, "Am I doing all I can for missions?" "Am I sure I am in the place where I can do the most service?" "Am I willing to serve wherever there is the largest opportunity for usefulness?" Until you have answered these questions, —have frankly faced your own responsibility,—you cannot urge the members to face theirs.

The sooner you forget yourself and your method and think only of your purpose and your members, the sooner your work will have power.

Be as little in evidence as possible. The best leader, like the best teacher, is the one who says least and makes the class do most.

Above all, put yourself into the work. Your class knows whether you are in it or not and if you are, your earnestness will be infectious.

Encouragement. These methods are not impossible, nor are they beyond the reach of any leader willing to go to work with a determination to succeed. The leaders from whose experience these plans have been gathered are busy people and are, most of them not men and women of extraordinary ability. Keep this manual before you and from time to time compare your work with the standard set. Whenever you form a new class read over the

Manual thoroughly. In the light of your past experience you will gain many new suggestions.

Normal Classes. Wherever possible a leader will find it very profitable to join a normal class. In many cities there are one or more held each year. Where there is no normal class available, try to get several other leaders to meet with you and work over the course. Each will have experience that will be valuable, and the mere fact of going over the course together, with the needs of your several classes in view, will be most helpful.

When there are to be several classes in your church, endeavor to get the leaders into a normal class. Meet in the summer or early fall and go over the text-book you plan to use. If you cannot hold this class before your classes begin, then arrange to meet each week just before you meet your classes and go over the work chapter by chapter in advance.

VI. RESULTS

What results can be expected from a mission study class? The following is the gist of many testimonies:

The effect on yourself—the leader. You will become more thoroughly interested in missions, more aware of the discrepancy between the need and present efforts to meet it, more eager to lead others to want to have a share in the work. You will become interested in helping the individual members to develop into workers. You will be eager to continue in the work and to improve your methods

RESULTS

to meet the needs of the class as you have seen them.

Finally, if you have prayed as suggested, for yourself, your members, your class sessions, and the work of which you were studying, you will be drawn closer than ever to God and find a sense of fellowship and copartnership that cannot fail greatly to deepen and develop your spiritual life.

The effect on the members. Expect large results. From some of the smallest classes have come volunteers for service in the home or foreign fields. If the members of your class have done faithful work they will have an intelligent interest in missions and a desire to learn more about them. Some may hear a call to go, others may be led to give much more largely to missions, all should feel the importance and privilege of much intercessory prayer. Some one may be willing and able to become a leader, and to start a new class. All ought to go into their regular church work with a new missionary enthusiasm.

On the home church. A prominent pastor testified, after three classes had been held in his church, that the members of these classes were his best workers. Members go from the class to put new life into the missionary meetings of the young people's society and Sunday-school, and to make things move in all the missionary organizations, because they have a vital interest born of knowledge.

On the field. It has been stated that the chief reason for the failure of the Church properly to do the work committed to it is ignorance. By re-

moving this the mission study class must of necessity do much to bring about success. Already men are in the field, money is being spent, and prayers are being offered for missions which are due directly to mission study class work. Yet not until another generation has grown up in the missionary atmosphere now being created can any adequate estimate of the results be made.

Giving. One result of the class is to increase the gifts to missions of the individual members. Their gifts should, however, not be diverted from the regular channels of the church. The study class is not a permanent organization, therefore make it clearly understood that gifts are to continue to go through the various societies to which the members of the class belong. Present to your class the great need for larger gifts, and urge them to consider in the light of the information gained whether they have as large a share in the work of missions as they should have.

To attain these results, prepare carefully, study your members, be in earnest yourself. Pray. Remember you have these people before you for only eight weeks, and make every effort to attain your purpose for them.

Prayer. Prayer is the most powerful factor in bringing substantial results. Pray daily and continually for yourself, that you may in your work have a power not your own; for your members individually by name, that they may be in a receptive spirit and be led to face their own responsibility; for the class sessions, that each may do its part toward the

AFTERWARDS

attainment of the aim for which you are working. This prayer will increase your earnestness and power as a leader, for you will go to the sessions conscious of the Spirit of God working in you and intensely interested in the effect of the session as you have prepared for it upon each individual member of the class.

Urge the members to pray for you. You can tell who are doing so by their interest in the way you handle the sessions. Urge them to pray daily for themselves and for each other. This serves to draw the class closer together,—as the influence of a prayer band always tends to unite its members. To encourage daily prayer for the work and workers on the field, it is well to prepare a prayer cycle giving a special object of prayer for each day in the week.

In the sessions make the spirit of prayer felt. Members have testified that their Christian lives were developed by what they learned of prayer in the mission study class.

VII. AFTERWARDS

Public Meeting at the close of the course. Arrange to have your class take charge of a regular missionary meeting of your young people's society or one of the weekly prayer meetings. Advertise well, sending special invitations to individuals you particularly desire to interest. Plan the program so that the great interest and worth of this work will be shown. Men especially need to be convinced that it is worth their while, if they are to

MISSION STUDY CLASS MANUAL

give the time to study missions—and it is of great importance to interest men.

A social given by the study classes after their work is completed presents mission study in an attractive way. Let all the classes that have been studying one country unite and invite the members of the church to "A Japanese Tea," "An African Palaver," or "An Indian Marriage." In these gatherings take care to present that which shall be of real worth.

Do not stop with one class. Experience is the best teacher a leader can have. Each class he leads teaches him some lesson in self-control, and affords an opportunity to study the members and adapt his methods to their needs. Leaders testify that their classes teach them more than they teach their classes. Certainly it is true that the mere study of methods will not make one a good leader. Practice and continuous practice is needed.

It has been said that the mission study class should not be a permanent organization, and that is true of the individual class. But once the study of missions is started in a church it should be permanent, and every effort should be made to train leaders and arrange classes so that the influences of the study may reach as many as possible of the church members.

In the fall, when the country to be studied has been decided upon, it is a good plan to have a stereopticon lecture on it, or a public meeting similar to that suggested above, followed by an opportunity for those present to enroll in a study class.

AFTERWARDS

Instruct all who take part to present the things that interest them most and the impressions they gained from the class. This adds a personal note and interest that is helpful. Exhibit the maps and charts prepared by the class or classes. Aim to excite interest and curiosity in those present. Then let some one explain the purpose of the work and the requirements for membership and announce the number of new classes to be formed, the names of the leaders, the countries to be studied, and the time and place of the first meetings, and urge those present to join. Pass cards and take the enrolment at once. In arranging the classes it is well to take into consideration differences in age and also if possible to group persons who know each other and are congenial.

In all these efforts to secure members do not lose sight of the fact that many who should join classes will have to be invited personally. Some of the best workers in mission study classes have joined just because some one asked them to do so.

One word of caution. Don't attempt too much at the start. The mission study class stands for intensive work,—a deep impression on a few rather than a slight impression on a large number. There is danger in appointing a committee to handle the work, unless the members of it know what they are about and are deeply in earnest. In religious work machinery without the power to run it is not only useless but actually a hindrance.

Start with one carefully selected class. If the members of this class are interested they will talk,

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and mission study will become attractive to others. By the time this class is over the leader will be trained to do better work and quite probably one or two of the members will be able and willing to lead classes.

All correspondence concerning Mission Study and requests for all helps should be directed to the Young People's Missionary Department, 150 Fifth Avenue, New York City. All orders for text-books should be sent to the nearest depository of the Book Concern.

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